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ABSTRACT

Standardized curricula are provided for two courses for the secondary vocational education program in Mississippi: cosmetology I and II. The 18 units in cosmetology I are as follows: introduction to cosmetology; Vocational Industrial Clubs of America; the look you like; bacteriology; sterilization and sanitation; hair and disorders; draping, shampooing, and rinsing; scalp and hair care; nails and disorders of nails; manicuring; hair shaping; finger waving; hair styling; wigs; thermal hair styling; permanent waving; chemical waving; and hair coloring. Cosmetology II consists of 13 units: review of cosmetology I; skin and disorders; facials, massages; facial makeup, eyelashes, and superfluous hair removal; cells; skeletal; muscular system; nervous system; circulatory system; other body systems; electricity and light therapy; chemistry; and salon management. Each unit consists of these components: objectives, with core/essential objectives indicated; suggested instructional practices; list of suggested resources; list of evaluation and suggested minimum performance standards, with core/essential objectives indicated; and performance record, with core/essential objectives indicated. A checklist for each course combining all unit performance standards into a single list is included. (YLB)

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STANDARDIZED CURRICULUM

FOR

COSMETOLOGY

MISSISSIPPI DEPARTMENT OF EDUCATION

OFFICE OF VOCATIONAL, TECHNICAL

AND ADULT EDUCATION

June 1989

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FOREWORD

This volume is intended to be used in the State of Mississippi as a mechanism for standardizing vocational education course titles and core contents. The need for standardization of curricula was triggered by provisions in the Educational Reform Act of 1982 which mandated:

- -- elimination of nearly all currently existing curriculum requirements and development of new curriculum content that is "properly sequenced" and "coordinated";
- -- steps to ensure that students master one level of course work before being advanced to the next level and that progression is properly sequenced;
- -- a criterion-referenced, state-wide testing program that is built upon an identified set of "basic skills" keyed to student performance in grades 3, 5, 8, and 11;
- -- revised graduation requirements that take into account student performance on the basic skills and also on a test of "functional literacy skills"; and
- -- a system of accrediting schools that takes into account the performance of districts, schools, and students.

In addition to the mandates of the Educational Reform Act, the Strategic Plan for Vocational and Technical Education in Mississippi also calls for improving the quality of vocational and technical education through the standardization of curricula and the articulation of secondary and postsecondary programs.

Both of these mandates were further reinforced by legislation passed in 1986 which called for the establishment of state-wide "guidelines and procedures for managing an instructional program in the public schools." This legislation calls for instructional management plans containing the following components:

1. a written list of learning objectives for every course for which academic credit is given on students' transcripts (state specified core objectives must be included);
2. <u>suggested</u> instructional practices and resources for the learning objectives;
3. standards for student performance for each learning objective; and
4. systematic procedures for evaluating student performance on the learning objectives.

Specific local district actions regarding the state-wide instructional management plan are also required, namely:

1. The objectives contained in this document are common to all programs in the state. Core objectives are designated with an asterisk. The local district is encouraged to add additional objectives to this listing to meet local needs of students and employers.

2. The local school board must officially adopt the learning objectives as the district's curricula.

3. Pass/fail policies must be based on mastery of learning objectives.

4. Student performance on the learning objectives must be systematically evaluated at least once during the school year.

5. During the school year, records of individual student performance must indicate whether or not the objectives have been mastered. The record must indicate mastery status for each of the objectives tested in the Basic Skills Assessment Program (including functional literacy skills) and must be permanently maintained on all students who do <u>not</u> master the basic and functional literacy skills prior to being tested on them.

6. Each year, information about student performance on learning objectives must be reviewed. Those objectives which students are not mastering must be identified, and a plan must be developed for improving student performance on those objectives.

TABLE OF CONTENTS

Page

COSMETOLOGY I..... 1

COSMETOLOGY II..... 47

STUDENT PERFORMANCE RECORD..... 79

COSMETOLOGY I

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COSMETOLOGY I

Unit No.	Title
1	Introduction to Cosmetology
2	VICA
3	The Look You Like
4	Bacteriology
5	Sterilization and Sanitation
6	Hair and Disorders
7	Draping, Shampooing and Rinsing
8	Scalp and Hair Care
9	Nails and Disorders of Nails
10	Manicuring
11	Hair Shaping
12	Finger Waving
13	Hair Styling
14	Wigs
15	Thermal Hair Styling
16	Permanent Waving
17	Chemical Waving
18	Hair Coloring

COURSE: Cosmetology I

Unit 1: Introduction to Cosmetology

Objectives: Upon completion of this unit, the student will:

*1. Identify the opportunities in cosmetology.
*2. Identify cosmetology board policies and procedures.

*Indicates core/essential objectives

Suggested Instructional Practices:

Lecture, discussion, and practical application

Suggested Resources:

Primary Source: Vocational Trade and Industrial Education: Professional Cosmetology Practices. Stillwater, Oklahoma: State Department of Vocational and Technical Education. 1978.

Additional Sources: Sylvia I. Franco, Adella M. Moore, and Gary D. Oakley. Instructor's Planning Manual for the World of Cosmetology: A Professional Text. New York, NY: Gregg Division McGraw-Hill Book Company. 1980.

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Vocational-Technical Education Consortium of States. A Catalog of Performance Objectives and Performance Guides for Cosmetologist. Richmond, VA: Vocational and Adult Education, Virginia Department of Education. 1984.

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Prentice-Hall Textbook of Cosmetology: A Professional Guide to the Theory and Practice of Beauty Culture. Englewood Cliffs, New Jersey: Prentice-Hall, Inc. 1976.

John Dalton. The Professional Cosmetologist. 2nd ed. St. Paul, Minnesota: West Publishing Company. 1979.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will identify eight out of ten opportunities in cosmetology.
*Objective 2: The student will identify six out of eight cosmetology board policies and procedures.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved:

____ *1. Identified the opportunities in cosmetology.
____ *2. Identified cosmetology board policies and procedures.

*Indicates core/essential objectives

COURSE: Cosmetology I

Unit 2: VICA

Objectives: Upon completion of this unit, the student will:

*1. Identify the importance of leadership organizations.
*2. State the goals and purposes of VICA as they relate to life and the world of work.
3. Demonstrate the ability to practice parliamentary procedures according to Robert's Rules of Order.

*Indicates core/essential objectives

Suggested Instructional Practices:

Lecture, discussion, and practical application

Suggested Resources:

Primary Source: Vocational Trade and Industrial Education: Professional Cosmetology Practices. Stillwater, Oklahoma: State Department of Vocational and Technical Education. 1978.

Additional Sources: Sylvia I. Franco, Adella M. Moore, and Gary D. Oakley. Instructor's Planning Manual for the World of Cosmetology: A Professional Text. New York, NY: Gregg Division McGraw-Hill Book Company. 1980.

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Standard Textbook of Cosmetology. Bronx, N.Y.: Milady Publishing Corp. 1981. John Dalton. The Professional Cosmetologist. 2nd ed. St. Paul, Minnesota: West Publishing Company. 1979.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will identify eight out of ten facts concerning the importance of leadership organizations.

*Objective 2: The student will state eight out of ten of the goals and purposes of VICA as they relate to life and the world of work.

Objective 3: The student will demonstrate the ability to practice seven out of ten of the parliamentary procedures according to Robert's Rules of Order.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved:

___ *1. Identified the importance of leadership organizations.
___ *2. Stated the goals and purposes of VICA as they relate to life and the world of work.
___ 3. Demonstrated the ability to practice parliamentary procedures according to Robert's Rules of Order.

*Indicates core/essential objectives

COURSE: Cosmetology I

Unit 3: The Look You Like

Objectives: Upon completion of this unit, the student will:

*1. Identify proper color key on the basis of skin tone, eye color, and natural hair color.
*2. Identify importance of hygiene and good grooming.
*3. Demonstrate visual poise.
*4. State characteristics necessary for personality development.
*5. State the reasons for following the cosmetologists' code of ethical conduct.
*6. Identify the requirements needed for job entry.

*Indicates core/essential objectives

Suggested Instructional Practices:

Lecture, discussion, and practical application

Suggested Resources:

Primary Source: Constance B. Kibbe. Standard Textbook of Cosmetology. Bronx, NY: Milady Publishing Corp. 1981.

Additional Sources: Vocational Trade and Industrial Education: Professional Cosmetology Practices. Stillwater, Oklahoma: State Department of Vocational and Technical Education. 1978.

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John Dalton. The Professional Cosmetologist. 2nd ed. St. Paul, Minnesota: West Publishing Company. 1979.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will identify seven out of ten facts of the proper color key on the basis of skin tone, eye color, and natural hair color.
*Objective 2: The student will identify seven out of ten facts of the importance of hygiene and good grooming.
*Objective 3: The student will demonstrate five out of eight positions of visual poise.
*Objective 4: The student will state seven out of ten of the characteristics necessary for personality development.
*Objective 5: The student will state five out of eight of the reasons for following the cosmetologists' code of ethical conduct.
*Objective 6: The student will identify five out of eight of the requirements needed for job entry.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved:

____ *1. Identified proper color key on the basis of skin tone, eye color, and natural hair color.
____ *2. Identified importance of hygiene and good grooming.
____ *3. Demonstrated visual poise.
____ *4. Stated characteristics necessary for personality development.

____ *5. Stated the reasons for following the cosmetologists' code of ethical conduct.

____ *6. Identified the requirements needed for job entry.

*Indicates core/essential objectives

COURSE: Cosmetology I

Unit 4: Bacteriology

Objectives: Upon completion of this unit, the student will:

*1. List the reasons for studying bacteriology.
*2. Identify the types of bacteria.
*3. Describe how bacteria grow and produce.
*4. Identify the terms associated with bacteriology.

*Indicates core/essential objectives

Suggested Instructional Practices:

Lecture, discussion, and practical application

Suggested Resources:

Primary Source: Constance B. Kibbe. Standard Textbook of Cosmetology. Bronx, NY: Milady Publishing Corp. 1981.

Additional Sources: Vocational Trade and Industrial Education: Professional Cosmetology Practices. Stillwater, Oklahoma: State Department of Vocational and Technical Education. 1978.

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John Dalton. The Professional Cosmetologist. 2nd ed. St. Paul, Minnesota: West Publishing Company. 1979.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will list three out of the five reasons for studying bacteriology.
*Objective 2: The student will identify five out of ten of the types of bacteria.
*Objective 3: The student will describe four out of six ways that bacteria grow and produce.
*Objective 4: The student will identify eight out of twelve terms associated with bacteriology.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved:

____ *1. Listed the reasons for studying bacteriology.
____ *2. Identified the types of bacteriology.
____ *3. Described how bacteria grow and produce.
____ *4. Identified terms associated with bacteriology.

*Indicates core/essential objectives

COURSE: Cosmetology I

Unit 5: Sterilization and Sanitation

Objectives: Upon completion of this unit, the student will:

*1. Identify the relationship of bacteria to the spread of disease.
*2. Identify and state the various methods of sanitation and sterilization.
*3. Identify the difference between sanitation and sterilization.
*4. List the precautions to prevent the spread of disease.
*5. Identify safety measures used in the salon.

*Indicates core/essential objectives

Suggested Instructional Practices:

Lecture, discussion, and practical application

Suggested Resources:

Primary Source: Constance B. Kibbe. Standard Textbook of Cosmetology. Bronx, NY: Milady Publishing Corp. 1981.

Additional Sources: Vocational Trade and Industrial Education: Professional Cosmetology Practices. Stillwater, Oklahoma: State Department of Vocational and Technical Education. 1978.

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John Dalton. The Professional Cosmetologist. 2nd ed. St. Paul, Minnesota: West Publishing Company. 1979.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will identify six out of ten facts concerning the relationship of bacteria to the spread of disease.
*Objective 2: The student will identify and state six out of ten methods of sanitation and sterilization.
*Objective 3: The student will identify three out of five of the differences between sanitation and sterilization.
*Objective 4: The student will list seven out of ten of the precautions to prevent the spread of disease.
*Objective 5: The student will identify safety measures used in the salon.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved:

____ *1. Identified the relationship of bacteria to the spread of disease.
____ *2. Identified and stated the various methods of sanitation and sterilization.
____ *3. Identified the difference between sanitation and sterilization.
____ *4. Listed the precautions to prevent the spread of disease.
____ *5. Identified safety measures used in the salon.

*Indicates core/essential objectives

COURSE: Cosmetology I

Unit 6: Hair and Disorders

Objectives: Upon completion of this unit, the student will:

*1. Identify the compositions and divisions of hair.
*2. Identify the characteristics of hair.
*3. Identify the different structures of the hair root and the hair follicle.
*4. Identify various disorders and diseases of the hair and scalp.
*5. Identify terms related to hair and disorder of hair.
*6. Identify safety precautions associated with hair and disorder of hair.

*Indicates core/essential objectives

Suggested Instructional Practices:

Lecture, discussion, and practical application

Suggested Resources:

Primary Source: Constance B. Kibbe. Standard Textbook of Cosmetology. Bronx, NY: Milady Publishing Corp. 1981.

Additional Sources: Vocational Trade and Industrial Education: Professional Cosmetology Practices. Stillwater, Oklahoma: State Department of Vocational and Technical Education. 1978.

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John Dalton. The Professional Cosmetologist. 2nd ed. St. Paul, Minnesota: West Publishing Company. 1979.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will identify three out of five of the compositions and divisions of hair.
*Objective 2: The student will identify four out of seven of the characteristics of hair.
*Objective 3: The student will identify six out of twelve of the different structures of the hair root and the hair follicle.
*Objective 4: The student will identify six out of twelve of the disorders and diseases of the hair and scalp.
*Objective 5: The student will identify six out of ten terms related to hair and disorder of hair.
*Objective 6: The student will identify safety precautions associated with hair and disorder of hair.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved:

____ *1. Identified the compositions and divisions of hair.
____ *2. Identified the characteristics of hair.
____ *3. Explained the different structures of the hair root and the hair follicle.
____ *4. Identified various disorders and diseases of the hair and scalp.
____ *5. Identified terms related to hair and disorders of hair.

____ *6. Identified safety precautions associated with hair and disorder of hair.

*Indicates core/essential objectives

COURSE: Cosmetology I

Unit 7: Draping, Shampooing and Rinsing

Objectives: Upon completion of this unit, the student will:

*1. Demonstrate the ability to properly drape a client.
*2. Explain the necessity for good hygienic care of the hair and scalp.
*3. Recognize the necessity of a sound background and knowledge of methods of shampooing.
*4. Select the correct shampoo for various types of hair.
*5. Select shampoos for problem conditions.
*6. Identify the purposes for and effects of hair rinses.
*7. Identify terms related to draping, shampooing and rinsing.
*8. Identify safety precautions associated with draping, shampooing and rinsing.

*Indicates core/essential objectives

Suggested Instructional Practices:

Lecture, discussion, and practical application

Suggested Resources:

Primary Source: Constance B. Kibbe. Standard Textbook of Cosmetology. Bronx, NY: Milady Publishing Corp. 1981.

Additional Sources: Vocational Trade and Industrial Education: Professional Cosmetology Practices. Stillwater, Oklahoma: State Department of Vocational and Technical Education. 1978.

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John Dalton. The Professional Cosmetologist. 2nd ed. St. Paul, Minnesota: West Publishing Company. 1979.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will demonstrate the ability to properly drape a client in three out of five ways.

*Objective 2: The student will identify seven out of ten reasons for the necessity for good hygienic care of the hair and scalp.

*Objective 3: The student will recognize six out of ten reasons for the necessity of a sound background and knowledge of methods of shampooing.

*Objective 4: The student will select the correct shampoo for five out of eight types of hair.

*Objective 5: The student will select shampoos for three out of five problem conditions.

*Objective 6: The student will identify six out of ten purposes for and effects of hair rinses.

*Objective 7: The student will identify six out of ten terms related to draping, shampooing and rinsing.

*Objective 8: The student will identify safety precautions associated with draping, shampooing and rinsing.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved:

____ *1. Demonstrated the ability to properly drape a client.
____ *2. Identified the necessity for good hygienic care of the hair and scalp.
____ *3. Recognized the necessity of a sound background and knowledge of methods of shampooing.
____ *4. Selected the correct shampoo for various types of hair.
____ *5. Selected shampoos for problem conditions.
____ *6. Identified the purposes for and effects of hair rinses.
____ *7. Identified terms related to draping, shampooing and rinsing.
____ *8. Identified safety precautions associated with draping, shampooing and rinsing.

*Indicates core/essential objectives

COURSE: Cosmetology I

Unit 8: Scalp and Hair Care

Objectives: Upon completion of this unit, the student will:

*1. Administer any massage techniques required to fill patrons' needs.
*2. Select the proper cosmetics and materials used for any scalp and hair care.
*3. Identify terms related to scalp and hair care.
*4. Identify safety precautions associated with scalp and hair care.

*Indicates core/essential objectives

Suggested Instructional Practices:

Lecture, discussion, and practical application

Suggested Resources:

Primary Source: Constance B. Kibbe. Standard Textbook of Cosmetology. Bronx, NY: Milady Publishing Corp. 1981.

Additional Sources: Vocational Trade and Industrial Education: Professional Cosmetology Practices. Stillwater, Oklahoma: State Department of Vocational and Technical Education. 1978.

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John Dalton. The Professional Cosmetologist. 2nd ed. St. Paul, Minnesota: West Publishing Company. 1979.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will administer five out of ten massage techniques required to fill patrons' needs.
*Objective 2: The student will select six out of ten of the proper cosmetics and materials used for any scalp and hair care.
*Objective 3: The student will identify seven out of ten terms related to scalp and hair care.
*Objective 4: The student will identify safety precautions associated with scalp and hair care.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved:

___ *1. Administered any massage techniques required to fill patrons' needs.
___ *2. Selected the proper cosmetics and materials used for any scalp and hair care.
___ *3. Identified terms related to scalp and hair care.
___ *4. Identified safety precautions associated with scalp and hair care.

*Indicates core/essential objectives

COURSE: Cosmetology I

Unit 9: Nails and Disorders of Nails

Objectives: Upon completion of this unit, the student will:

*1. Identify structure and composition of nails.
*2. Distinguish between diseases, disorders, and irregularities of nails.
*3. Identify terms related to nails and disorders of nails.
*4. Identify safety precautions associated with nails and disorders of nails.

*Indicates core/essential objectives

Suggested Instructional Practices:

Lecture, discussion, and practical application

Suggested Resources:

Primary Source: Constance B. Kibbe. Standard Textbook of Cosmetology. Bronx, NY: Milady Publishing Corp. 1981.

Additional Sources: Vocational Trade and Industrial Education: Professional Cosmetology Practices. Stillwater, Oklahoma: State Department of Vocational and Technical Education. 1978.

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John Dalton. The Professional Cosmetologist. 2nd ed. St. Paul, Minnesota: West Publishing Company. 1979.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will identify seven out of ten characteristics of the structure and composition of nails.
*Objective 2: The student will distinguish between diseases, disorders, and irregularities of nails.
*Objective 3: The student will identify eight out of ten terms related to nails and disorders of nails.
*Objective 4: The student will identify safety precautions associated with nails and disorders of nails.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved:

____ *1. Identified structure and composition of nails.
____ *2. Distinguished between diseases, disorders, and irregularities of nails.
____ *3. Identified terms related to nails and disorders of nails.
____ *4. Identified safety precautions associated with nails and disorders of nails.

*Indicates core/essential objectives

COURSE: Cosmetology I

Unit 10: Manicuring

Objectives: Upon completion of this unit, the student will:

*1. Identify the qualifications of a manicurist.
*2. Demonstrate the ability to set up equipment and arrange implements and supplies.
*3. Demonstrate the ability to perform service for a manicure.
*4. Demonstrate the ability to perform special manicure services.
*5. Demonstrate the ability to perform the application and removal of artificial and sculptured nails.
*6. Demonstrate the techniques involved in the application of artificial nails.
*7. Demonstrate the ability to perform pedicure services.
*8. Identify terms related to manicuring.
*9. Identify safety precautions associated with manicuring.

*Indicates core/essential objectives

Suggested Instructional Practices:

Lecture, discussion, and practical application

Suggested Resources:

Primary Source: Constance B. Kibbe. Standard Textbook of Cosmetology. Bronx, NY: Milady Publishing Corp. 1981.

Additional Sources: Vocational Trade and Industrial Education: Professional Cosmetology Practices. Stillwater, Oklahoma: State Department of Vocational and Technical Education. 1978.

Sylvia I. Franco, Adella M. Moore, and Gary D. Oakley. Instructor's Planning Manual for the World of Cosmetology: A Professional Text. New York, NY: Gregg Division McGraw-Hill Book Company. 1980.

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John Dalton. The Professional Cosmetologist. 2nd ed. St. Paul, Minnesota: West Publishing Company. 1979.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will identify six out of ten of the qualifications of a manicurist.
*Objective 2: The student will demonstrate the ability to set up equipment and arrange implements and supplies.
*Objective 3: The student will demonstrate the ability to perform service for a manicure.
*Objective 4: The student will demonstrate the ability to perform special manicure services.
*Objective 5: The student will demonstrate the ability to perform the application and removal of artificial and sculptured nails.
*Objective 6: The student will demonstrate the techniques involved in the application of artificial nails.
*Objective 7: The student will demonstrate the ability to perform pedicure services.
*Objective 8: The student will identify eight out of ten terms related to manicuring.
*Objective 9: The student will identify safety precautions associated with manicuring.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved:

____ *1. Identified the qualifications of a manicurist.
____ *2. Demonstrated the ability to set up equipment and arrange implements and supplies.
____ *3. Demonstrated the ability to perform service for a manicure.
____ *4. Demonstrated the ability to perform special manicure services.
____ *5. Demonstrate the ability to perform the application and removal of artificial and sculptured nails.
____ *6. Demonstrated the techniques involved in the application of artificial nails.
____ *7. Demonstrated the ability to perform pedicure services.
____ *8. Identified terms related to manicuring.
____ *9. Identified safety precautions associated with manicuring.

*Indicates core/essential objectives

COURSE: Cosmetology I

Unit 11: Hair Shaping

Objectives: Upon completion of this unit, the student will:

*1. Demonstrate the ability to hold and manipulate implements properly.
*2. Demonstrate the ability to shape hair properly.
*3. Demonstrate the ability to select the correct instrument for hair texture and form.
*4. Identify terms related to hair shaping.
*5. Identify safety precautions associated with hair shaping.

*Indicates core/essential objectives

Suggested Instructional Practices:

Lecture, discussion, and practical application

Suggested Resources:

Primary Source: Constance B. Kibbe. Standard Textbook of Cosmetology. Bronx, NY: Milady Publishing Corp. 1981.

Additional Sources: Vocational Trade and Industrial Education: Professional Cosmetology Practices. Stillwater, Oklahoma: State Department of Vocational and Technical Education. 1978.

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John Dalton. The Professional Cosmetologist. 2nd ed. St. Paul, Minnesota: West Publishing Company. 1979.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will demonstrate the ability to hold and manipulate implements.
*Objective 2: The student will demonstrate the ability to shape hair.
*Objective 3: The student will demonstrate the ability to select the correct instrument for hair texture and form.
*Objective 4: The student will identify eight out of twelve terms related to hair shaping.
*Objective 5: The student will identify safety precautions associated with hair shaping.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved:

____ *1. Demonstrated the ability to hold and manipulate implements properly.
____ *2. Demonstrated the ability to shape hair properly.
____ *3. Demonstrated the ability to select the correct instrument for hair texture and form.
____ *4. Identified terms related to hair shaping.
____ *5. Identified safety precautions associated with hair shaping.

*Indicates core/essential objectives

COURSE: Cosmetology I

Unit 12: Finger Waving

Objectives: Upon completion of this unit, the student will:

*1. Identify the purposes of and reasons for finger waving.
*2. Demonstrate the correct techniques for finger waving.
*3. Select wave lotion most suited for the hair.
*4. Identify safety precautions associated with finger waving.

*Indicates core/essential objectives

Suggested Instructional Practices:

Lecture, discussion, and practical application

Suggested Resources:

Primary Source: Constance B. Kibbe. Standard Textbook of Cosmetology. Bronx, NY: Milady Publishing Corp. 1981.

Additional Sources: Vocational Trade and Industrial Education: Professional Cosmetology Practices. Stillwater, Oklahoma: State Department of Vocational and Technical Education. 1978.

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John Dalton. The Professional Cosmetologist. 2nd ed. St. Paul, Minnesota: West Publishing Company. 1979.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will identify three out of five of the purposes of and reasons for finger waving.
*Objective 2: The student will demonstrate the correct techniques for finger waving.
*Objective 3: The student will select three of the five wave lotions most suited for the hair.
*Objective 4: The student will identify safety precautions associated with finger waving.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved:

____ *1. Identified the purposes of and reasons for finger waving.
____ *2. Demonstrated the correct techniques for finger waving.
____ *3. Selected wave lotion most suited for the hair.
____ *4. Identified safety precautions associated with finger waving.

*Indicates core/essential objectives

COURSE: Cosmetology I

Unit 13: Hair Styling

Objectives: Upon completion of this unit, the student will:

*1. Identify implements and supplies necessary for hair styling.
*2. Demonstrate the techniques of properly combing the hair in preparation for parting.
*3. Demonstrate the ability to correctly form and use pin curls to create a hair style.
*4. Demonstrate the ability to use roller curls to create a hair style.
*5. Demonstrate the ability to comb out a hair style according to the steps of a comb out.
*6. Demonstrate the ability to duplicate a hair cut, wet set and comb out hair style from a diagram, picture or description.
*7. Select the correct hair style suitable for facial types and head shapes.
*8. Identify terms related to hair styling.
*9. Identify safety precautions associated with hair styling.

*Indicates core/essential objectives

Suggested Instructional Practices:

Lecture, discussion, and practical application

Suggested Resources:

Primary Source: Constance B. Kibbe. Standard Textbook of Cosmetology. Bronx, NY: Milady Publishing Corp. 1981.

Additional Sources: Vocational Trade and Industrial Education: Professional Cosmetology Practices. Stillwater, Oklahoma: State Department of Vocational and Technical Education. 1978.

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John Dalton. The Professional Cosmetologist. 2nd ed. St. Paul, Minnesota: West Publishing Company. 1979.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will identify seven out of twelve of the implements and supplies necessary for hair styling.

*Objective 2: The student will demonstrate the techniques of properly combing the hair in preparation for parting.

*Objective 3: The student will demonstrate the ability to correctly form and use pin curls to create a hair style.

*Objective 4: The student will demonstrate the ability to use roller curls to create a hair style.

*Objective 5: The student will demonstrate the ability to comb out a hair style according to the steps of a comb out.

*Objective 6: The student will demonstrate the ability to duplicate a hair cut, wet set and comb out hair style from a diagram, picture or description.

*Objective 7: The student will select five out of seven of the correct hair styles suitable for facial types and head shapes.

*Objective 8: The student will identify eight out of fifteen terms related to hair styling.

*Objective 9: The student will identify safety precautions associated with hair styling.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved:

____ *1. Identified implements and supplies necessary for hair styling.
____ *2. Demonstrated the techniques of properly combing the hair in preparation for parting.
____ *3. Demonstrated the ability to correctly form and use pin curls to create a hair style.
____ *4. Demonstrated the ability to use roller curls to create a hair style.
____ *5. Demonstrated the ability to comb out a hair style according to the steps of a comb out.
____ *6. Demonstrated the ability to duplicate a hair cut, wet set and comb out hair style from a diagram, picture or description.
____ *7. Selected the correct hair style suitable for facial types and head shapes.
____ *8. Identified terms related to hair styling.
____ *9. Identified safety precautions associated with hair styling.

*Indicates core/essential objectives

COURSE: Cosmetology I

Unit 14: Wigs

Objectives: Upon completion of this unit, the student will:

*1. Select the correct wig for the patron's need.
*2. Demonstrate the ability to clean and style hair pieces.
*3. Demonstrate the ability to lengthen hair by adding additional hair by weaving and/or extension braiding.
4. Identify terms related to wigs.

*Indicates core/essential objectives

Suggested Instructional Practices:

Lecture, discussion, and practical application

Suggested Resources:

Primary Source: Constance B. Kibbe. Standard Textbook of Cosmetology. Bronx, NY: Milady Publishing Corp. 1981.

Additional Sources: Vocational Trade and Industrial Education: Professional Cosmetology Practices. Stillwater, Oklahoma: State Department of Vocational and Technical Education. 1978.

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John Dalton. The Professional Cosmetologist. 2nd ed. St. Paul, Minnesota: West Publishing Company. 1979.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will select the correct wig for the patron's need.
*Objective 2: The student will demonstrate the ability to clean and style hair pieces.
*Objective 3: The student will demonstrate the ability to lengthen hair by adding additional hair by weaving and/or extension braiding.
Objective 4: The student will identify eight out of twelve terms related to wigs.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved:

____ *1. Selected the correct wig for the patron's need.
____ *2. Demonstrated the ability to clean and style hair pieces.
____ *3. Demonstrated the ability to lengthen hair by adding additional hair by weaving and/or extension braiding.
____ 4. Identified terms related to wigs.

*Indicates core/essential objectives

COURSE: Cosmetology I

Unit 15: Thermal Hair Styling

Objectives: Upon completion of this unit, the student will:

*1. Identify the conditions of the hair and scalp.
*2. State the purpose of hair pressing.
*3. Select the products and the correct procedures required for successful pressing.
*4. Select the proper method and implement to complete the hair style.
*5. Demonstrate the ability to manipulate implements correctly.
*6. Identify terms related to thermal hair styling.
*7. Identify safety precautions associated with thermal hair styling.

*Indicates core/essential objectives

Suggested Instructional Practices:

Lecture, discussion, and practical application

Suggested Resources:

Primary Source: Constance B. Kibbe. Standard Textbook of Cosmetology. Bronx, NY: Milady Publishing Corp. 1981.

Additional Sources: Vocational Trade and Industrial Education: Professional Cosmetology Practices. Stillwater, Oklahoma: State Department of Vocational and Technical Education. 1978.

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John Dalton. The Professional Cosmetologist. 2nd ed. St. Paul, Minnesota: West Publishing Company. 1979.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will identify eight out of ten of the conditions of the hair and scalp.
*Objective 2: The student will state the purpose of hair pressing.
*Objective 3: The student will select four out of the seven products and procedures required for successful pressing.
*Objective 4: The student will select the proper method and implement to complete the hair style.
*Objective 5: The student will demonstrate the ability to manipulate implements.
*Objective 6: The student will identify nine out of fifteen terms related to thermal hair styling.
*Objective 7: The student will identify safety precautions associated with thermal hair styling.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved:

____ *1. Identified the conditions of the hair and scalp.
____ *2. Stated the purpose of hair pressing.
____ *3. Selected the products and the correct procedures required for successful pressing.

____ *4. Selected the proper method and implement to complete the hair style.
____ *5. Demonstrated the ability to manipulate implements correctly.
____ *6. Identified terms related to thermal hair styling.
____ *7. Identified safety precautions associated with thermal hair styling.

*Indicates core/essential objectives

COURSE: Cosmetology I

Unit 16: Permanent Waving

Objectives: Upon completion of this unit, the student will:

*1. Identify permanent waving and the importance of hair and scalp analysis prior to permanent waving.
*2. Identify chemical products and their uses in permanent waving.
*3. Demonstrate the ability to section and block the hair correctly.
*4. Select the proper size rods to be used.
*5. Demonstrate the ability to correctly wrap the hair to achieve the desired results.
*6. Demonstrate the ability to process the hair correctly.
*7. Demonstrate the ability to neutralize the hair correctly.
*8. Identify special needs for problem hair.
*9. Identify the difference between heat and cold perming.
*10. Identify terms related to permanent waving.
*11. Identify safety precautions associated with permanent waving.

*Indicates core/essential objectives

Suggested Instructional Practices:

Lecture, discussion, and practical application

Suggested Resources:

Primary Source: Constance B. Kibbe. Standard Textbook of Cosmetology. Bronx, NY: Milady Publishing Corp. 1981.

Additional Sources: Vocational Trade and Industrial Education: Professional Cosmetology Practices. Stillwater, Oklahoma: State Department of Vocational and Technical Education. 1978.

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Sylvia I. Franco, Adella M. Moore, and Gary D. Oakley. The World of Cosmetology: A Professional Text. New York, NY: Gregg Division McGraw-Hill Book Company. 1980.

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John Dalton. The Professional Cosmetologist. 2nd ed. St. Paul, Minnesota: West Publishing Company. 1979.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will identify permanent waving and the importance of hair and scalp analysis prior to permanent waving.
*Objective 2: The student will identify four out of seven of the chemical products and their uses in permanent waving.
*Objective 3: The student will demonstrate the ability to section and block the hair.
*Objective 4: The student will select three out of five of the proper size rods to be used.
*Objective 5: The student will demonstrate the ability to correctly wrap the hair to achieve the desired results.
*Objective 6: The student will demonstrate the ability to process the hair.
*Objective 7: The student will demonstrate the ability to neutralize the hair.
*Objective 8: The student will identify seven out of ten special needs for problem hair.
*Objective 9: The student will identify the difference between heat and cold perming.

*Objective 10: The student will identify eight out of ten terms related to permanent waving.
*Objective 11: The student will identify safety precautions associated with permanent waving.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved:

____ *1. Identified permanent waving and the importance of hair and scalp analysis prior to permanent waving.
____ *2. Identified chemical products and their uses in permanent waving.
____ *3. Demonstrated the ability to section and block the hair correctly.
____ *4. Selected the proper size rods to be used.
____ *5. Demonstrated the ability to correctly wrap the hair to achieve the desired results.
____ *6. Demonstrated the ability to process the hair correctly.
____ *7. Demonstrated the ability to neutralize the hair correctly.
____ *8. Identified special needs for problem hair.
____ *9. Identified the difference between heat and cold perming.
____ *10. Identified terms related to permanent waving.
____ *11. Identified safety precautions associated with permanent waving.

*Indicates core/essential objectives

COURSE: Cosmetology I

Unit 17: Chemical Relaxing

Objectives: Upon completion of this unit, the student will:

*1. Identify the actions of the chemical products to be used on the hair.
*2. Demonstrate the procedures involved in the application of chemical relaxers.
*3. Identify terms related to chemical relaxing.
*4. Identify safety precautions associated with chemical relaxing.

*Indicates core/essential objectives

Suggested Instructional Practices:

Lecture, discussion, and practical application

Suggested Resources:

Primary Source: Constance B. Kibbe. Standard Textbook of Cosmetology. Bronx, NY: Milady Publishing Corp. 1981.

Additional Sources: Vocational Trade and Industrial Education: Professional Cosmetology Practices. Stillwater, Oklahoma: State Department of Vocational and Technical Education. 1978.

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Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will identify three out of five of the actions of the chemical products to be used on the hair.
*Objective 2: The student will demonstrate the procedures involved in the application of chemical relaxers.
*Objective 3: The student will identify seven out of ten terms related to chemical relaxing.
*Objective 4: The student will identify safety precautions associated with chemical relaxing.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved:

____ *1. Identified the actions of the chemical products to be used on the hair.
____ *2. Demonstrated the procedures involved in the application of chemical relaxers.
____ *3. Identified terms related with chemical relaxing.
____ *4. Identified safety precautions associated with chemical relaxing.

*Indicates core/essential objectives

COURSE: Cosmetology I

Unit 18: Hair Coloring

Objectives: Upon completion of this unit, the student will:

*1. Identify the principal reasons for and advantages of hair coloring.
*2. Identify the various hair coloring products and their effect on the hair.
*3. Demonstrate the ability to perform various types of color services.
*4. Recognize problems of hair color.
*5. Identify terms related to hair color.
*6. Identify safety precautions associated with hair color.

*Indicates core/essential objectives

Suggested Instructional Practices:

Lecture, discussion, and practical application

Suggested Resources:

Primary Source: Constance B. Kibbe. Standard Textbook of Cosmetology. Bronx, NY: Milady Publishing Corp. 1981.

Additional Sources: Vocational Trade and Industrial Education: Professional Cosmetology Practices. Stillwater, Oklahoma: State Department of Vocational and Technical Education. 1978.

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John Dalton. The Professional Cosmetologist. 2nd ed. St. Paul, Minnesota: West Publishing Company. 1979.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will identify three out of five of the principal reasons for and advantages of hair coloring.
*Objective 2: The student will identify eight out of ten of the hair coloring products and their effect on the hair.
*Objective 3: The student will demonstrate the ability to perform various types of color services.
*Objective 4: The student will recognize problems of hair color.
*Objective 5: The student will identify 15 of the 20 terms related to hair color.
*Objective 6: The student will identify safety precautions associated with hair color.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved:

____ *1. Identified the principal reasons for and advantages of hair coloring.
____ *2. Identified the various hair coloring products and their effect on the hair.
____ *3. Demonstrated the ability to perform various types of color services.

____ *4. Recognized problems of hair color.
____ *5. Identified terms related to hair color.
____ *6. Identified safety precautions associated with hair color.

*Indicates core/essential objectives

COSMETOLOGY II

Developed by

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COSMETOLOGY II

Unit No.	Title
1	Review of Cosmetology I
2	Skin and Disorders
3	Facials, Massages
4	Facial Makeup, Eyelashes, and Superfluous Hair Removal
5	Cells
6	Skeletal
7	Muscular System
8	Nervous System
9	Circulatory System
10	Other Body Systems
11	Electricity and Light Therapy
12	Chemistry
13	Salon Management

COURSE: Cosmetology II

Unit 1: Review of Cosmetology I

Objectives: Upon completion of this unit, the student will:

*1. List the opportunities available as a licensed cosmetologist.
*2. Identify the value of involvement in leadership activities through VICA.
*3. Identify the importance of personal development.
*4. Identify the types of bacteria generally in a salon and list the methods of sterilization and sanitation.
*5. Identify composition and structure of hair and disorders of the hair and scalp.
*6. Select and administer proper shampoo and rinse to accommodate any condition.
*7. Identify the structure and disorders of the nail.
*8. Administer proper procedure for caring for the nails and to correct any existing problems.
*9. Execute basic skills in performance of hair shaping.
*10. Execute basic skills in performance of finger waving.
*11. Execute basic skills in performance of hair styling.
*12. Execute basic skills in performance of wig care.
*13. Execute basic skills in performance of thermal styling.
*14. Select and administer proper products and procedures used for permanent waving.
*15. Select and administer proper products and procedures used for chemical relaxing.
*16. Select and administer proper products and procedures used for hair coloring.

*Indicates core/essential objectives

Suggested Instructional Practices:

Lecture, discussion, and practical application

Suggested Resources:

Primary Source: Constance B. Kibbe. Standard Textbook of Cosmetology. Bronx, NY: Milady Publishing Corp. 1981.

Additional Sources: Vocational Trade and Industrial Education: Professional Cosmetology Practices. Stillwater, Oklahoma: State Department of Vocational and Technical Education. 1978.

Sylvia I. Franco, Adella M. Moore, and Gary D. Oakley. Instructor's Planning Manual for the World of Cosmetology: A Professional Text. New York, NY: Gregg Division McGraw-Hill Book Company. 1980.

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John Dalton. The Professional Cosmetologist. 2nd ed. St. Paul, Minnesota: West Publishing Company. 1979.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will list the opportunities available as a licensed cosmetologist.

*Objective 2: The student will list the value of involvement in leadership activities through VICA.

*Objective 3: The student will identify the importance of personal development.

*Objective 4: The student will identify the types of bacteria generally in a salon and list the methods of sterilization and sanitation.

*Objective 5: The student will identify composition and structure of hair and disorders of the hair and scalp.

*Objective 6: The student will select and administer proper shampoo

and rinse to accommodate any condition.

*Objective 7: The student will identify the structure and disorders of the nail.

*Objective 8: The student will administer proper procedure for caring for the nails and correct any existing problems.

*Objective 9: The student will execute basic skills in performance of hair shaping.

*Objective 10: The student will execute basic skills in performance of finger waving.

*Objective 11: The student will execute basic skills in performance of hair styling.

*Objective 12: The student will execute basic skills in performance of wig care.

*Objective 13: The student will execute basic skills in performance of thermal styling.

*Objective 14: The student will select and administer proper products and procedures used for permanent waving.

*Objective 15: The student will select and administer proper products and procedures used for chemical relaxing.

*Objective 16: The student will select and administer proper products and procedures used for hair coloring.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved:

____ *1. Listed the opportunities available as a licensed cosmetologist.
____ *2. Identified the value of involvement in leadership activities through VICA.
____ *3. Identified the importance of personal development.
____ *4. Identified the types of bacteria generally in a salon and listed the methods of sterilization and sanitation.
____ *5. Identified composition and structure of hair and disorders of the hair and scalp.
____ *6. Selected and administered proper shampoo and rinse to to accommodate any condition.
____ *7. Identified the structure and disorders of the nail.
____ *8. Administered proper procedure for caring for the nails and to correct any existing problems.
____ *9. Executed basic skills in performance of hair shaping.
____ *10. Executed basic skills in performance of finger waving.
____ *11. Executed basic skills in performance of hair styling.
____ *12. Executed basic skills in performance of wig care.
____ *13. Executed basic skills in performance of thermal styling.

____ *14. Selected and administered proper products and procedures used for permanent waving.

____ *15. Selected and administered proper products and procedures used for chemical relaxing.

____ *16. Selected and administered proper products and procedures used for hair coloring.

*Indicates core/essential objectives

COURSE: Cosmetology II

Unit 2: Skin and Disorders

Objectives: Upon completion of this unit, the student will:

*1. Identify structures and compositions of the skin.
*2. List characteristics of skin and its function.
*3. Identify disorders of the skin and adjacent glands.
*4. Distinguish between disorders which can be treated by the cosmetologist and those which must be referred to a physician.
*5. Identify terms related to skin and disorders.

*Indicates core/essential objectives

Suggested Instructional Practices:

Lecture, discussion, and practical application

Suggested Resources:

Primary Source: Constance B. Kibbe. Standard Textbook of Cosmetology. Bronx, NY: Milady Publishing Corp. 1981.

Additional Sources: Vocational Trade and Industrial Education: Professional Cosmetology Practices. Stillwater, Oklahoma: State Department of Vocational and Technical Education. 1978.

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John Dalton. The Professional Cosmetologist. 2nd ed. St. Paul, Minnesota: West Publishing Company. 1979.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will identify three out of five of the structures and compositions of the skin.
*Objective 2: The student will list seven out of ten characteristics of skin and its function.
*Objective 3: The student will identify seven out of ten disorders of the skin and adjacent glands.
*Objective 4: The student will distinguish between disorders which can be treated by the cosmetologist and those which must be referred to a physician.
*Objective 5: The student will identify seven out of ten terms related to skin and disorders of skin.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved:

____ *1. Identified structures and compositions of the skin.
____ *2. Listed characteristics of skin and its function.
____ *3. Identified disorders of the skin and adjacent glands.
____ *4. Distinguished between disorders which can be treated by the cosmetologist and those which must be referred to a physician.
____ *5. Identified terms related to skin and disorders of skin.

*Indicates core/essential objectives

COURSE: Cosmetology II

Unit 3: Facials, Massages

Objectives: Upon completion of this unit, the student will:

*1. Identify the purpose of massage.
*2. List manipulations and their benefits.
*3. Select and administer proper massage movement.
*4. Identify motor nerve points of the face and neck.
*5. List physiological effects of massage and facials.
*6. List materials and equipment required to perform procedures to give a facial.
*7. Select the products required to complete a variety of facial treatments.
*8. Identify terms related to facials and massages.
*9. Identify safety precautions associated with facials and massages.

*Indicates core/essential objectives

Suggested Instructional Practices:

Lecture, discussion, and practical application

Suggested Resources:

Primary Source: Constance B. Kibbe. Standard Textbook of Cosmetology. Bronx, NY: Milady Publishing Corp. 1981.

Additional Sources: Vocational Trade and Industrial Education: Professional Cosmetology Practices. Stillwater, Oklahoma: State Department of Vocational and Technical Education. 1978.

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John Dalton. The Professional Cosmetologist. 2nd ed. St. Paul, Minnesota: West Publishing Company. 1979.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will identify the purpose of massage.
*Objective 2: The student will list seven out of ten manipulations and their benefits.
*Objective 3: The student will select and administer proper massage movement.
*Objective 4: The student will identify six out of ten motor nerve points of the face and neck.
*Objective 5: The student will list six out of ten physiological effects of massage and facials.
*Objective 6: The student will list materials and equipment required to perform procedures to give a facial with at least 70 percent accuracy.
*Objective 7: The student will select six out of ten products required to complete a variety of facial treatments.
*Objective 8: The student will identify terms related to facials and massages.
*Objective 9: The student will identify safety precautions associated with facials and massages.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved:

____ *1. Identified the purpose of massage.
____ *2. Listed manipulations and their benefits.
____ *3. Selected and administered proper massage movement.
____ *4. Identified motor nerve points of the face and neck.
____ *5. Listed physiological effects of massage and facials.
____ *6. Listed materials and equipment required to perform procedures to give a facial.
____ *7. Selected the products required to complete a variety of facial treatment.
____ *8. Identified terms related to facials and massages.
____ *9. Identified safety precautions associated with facials and massages.

*Indicates core/essential objectives

COURSE: Cosmetology II

Unit 4: Facial Makeup, Eyelashes, and Superfluous Hair Removal

Objectives: Upon completion of this unit, the student will:

*1. Identify facial shapes and measures used to minimize facial defects.
*2. Select products and make application according to correct procedure.
*3. Demonstrate the ability to shape eyebrows.
*4. Select the proper eyelashes and make application.
*5. Demonstrate the ability to remove superfluous hair temporarily by depilatories, waxing, and tweezing.
*6. Identify terms used in permanent hair removal by electrolysis.
*7. Identify the classifications of and techniques involved in hair removal.
*8. Identify terms related to facial makeup, eyelashes, and superfluous hair removal.
*9. Identify safety precautions associated with facial makeup, eyelashes, and superfluous hair removal.

*Indicates core/essential objectives

Suggested Instructional Practices:

Lecture, discussion, and practical application

Suggested Resources:

Primary Source: Constance B. Kibbe. Standard Textbook of Cosmetology. Bronx, NY: Milady Publishing Corp. 1981.

Additional Sources: Vocational Trade and Industrial Education: Professional Cosmetology Practices. Stillwater, Oklahoma: State Department of Vocational and Technical Education. 1978.

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John Dalton. The Professional Cosmetologist. 2nd ed. St. Paul, Minnesota: West Publishing Company. 1979.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will identify seven out of ten facial shapes and measures used to minimize facial defects.

*Objective 2: The student will select eight out of ten products and make application according to correct procedure.

*Objective 3: The student will demonstrate the ability to shape eyebrows.

*Objective 4: The student will select six out of ten proper eyelashes and make application.

*Objective 5: The student will demonstrate the ability to remove superfluous hair temporarily by depilatories, waxing, and tweezing.

*Objective 6: The student will identify terms used in permanent hair removal by electrolysis.

*Objective 7: The student will identify three out of five of the classifications of and techniques involved in hair removal.

*Objective 8: The student will identify eight out of ten terms related to facial makeup, eyelashes, and superfluous hair removal.

*Objective 9: The student will identify safety precautions associated with facial makeup, eyelashes, and superfluous hair removal.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved:

____ *1. Identified facial shapes and measures used to minimize facial defects.
____ *2. Selected products and made application according to correct procedure.
____ *3. Demonstrated the ability to shape eyebrows.
____ *4. Selected the proper eyelashes and made application.
____ *5. Demonstrated the ability to remove superfluous hair temporarily by depilatories, waxing, and tweezing.
____ *6. Identified terms used in permanent hair removal by electrolysis.
____ *7. Identified the classifications of and techniques involved in hair removal.
____ *8. Identified terms related to facial makeup, eyelashes, and superfluous hair removal.
____ *9. Identified safety precautions associated with facial makeup, eyelashes, and superfluous hair removal.

*Indicates core/essential objectives

COURSE: Cosmetology II

Unit 5: Cells

Objectives: Upon completion of this unit, the student will:

*1. Identify the functions of human cells and their composition.
*2. Identify the process involved in the growth and reproduction of cells.
*3. Identify the chemical process involved in metabolism.
*4. List the functions of body tissues, organs and systems.

*Indicates core/essential objectives

Suggested Instructional Practices:

Lecture, discussion, and practical application

Suggested Resources:

Primary Source: Constance B. Kibbe. Standard Textbook of Cosmetology. Bronx, NY: Milady Publishing Corp. 1981.

Additional Sources: Vocational Trade and Industrial Education: Professional Cosmetology Practices. Stillwater, Oklahoma: State Department of Vocational and Technical Education. 1978.

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Sylvia I. Franco, Adella M. Moore, and Gary D. Oakley. The World of Cosmetology: A Professional Text. New York, NY: Gregg Division McGraw-Hill Book Company. 1980.

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John Dalton. The Professional Cosmetologist. 2nd ed. St. Paul, Minnesota: West Publishing Company. 1979.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will identify the functions of human cells and their composition.
*Objective 2: The student will identify the process involved in the growth and reproduction of cells.
*Objective 3: The student will identify the chemical process involved in metabolism.
*Objective 4: The student will list the functions of body tissues, organs and systems.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved:

____ *1. Identified the functions of human cells and their composition.
____ *2. Identified the process involved in the growth and reproduction of cells.
____ *3. Identified the chemical process involved in metabolism.
____ *4. Listed the functions of body tissues, organs and systems.

*Indicates core/essential objectives

COURSE: Cosmetology II

Unit 6: Skeletal

Objectives: Upon completion of this unit, the student will:

*1. Identify the bones affected by cosmetology services.
*2. List the functions of the skeletal system.

*Indicates core/essential objectives

Suggested Instructional Practices:

Lecture, discussion, and practical application

Suggested Resources:

Primary Source: Constance B. Kibbe. Standard Textbook of Cosmetology. Bronx, NY: Milady Publishing Corp. 1981.

Additional Sources: Vocational Trade and Industrial Education: Professional Cosmetology Practices. Stillwater, Oklahoma: State Department of Vocational and Technical Education. 1978.

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John Dalton. The Professional Cosmetologist. 2nd ed. St. Paul, Minnesota: West Publishing Company. 1979.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will identify the bones affected by cosmetology services.
*Objective 2: The student will list the functions of the skeletal system.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved:

____ *1. Identified the bones affected by cosmetology services.
____ *2. Listed the functions of the skeletal system.

*Indicates core/essential objectives

COURSE: Cosmetology II

Unit 7: Muscular System

Objectives: Upon completion of this unit, the student will:

*1. List the functions of the muscular system.
*2. Identify the types of muscular tissues and the direction of massage.
*3. List the causes of stimulation of muscles.
*4. Identify the principal muscles with which the cosmetologist is concerned.

*Indicates core/essential objectives

Suggested Instructional Practices:

Lecture, discussion, and practical application

Suggested Resources:

Primary Source: Constance B. Kibbe. Standard Textbook of Cosmetology. Bronx, NY: Milady Publishing Corp. 1981.

Additional Sources: Vocational Trade and Industrial Education: Professional Cosmetology Practices. Stillwater, Oklahoma: State Department of Vocational and Technical Education. 1978.

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John Dalton. The Professional Cosmetologist. 2nd ed. St. Paul, Minnesota: West Publishing Company. 1979.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will list the functions of the muscular system.
*Objective 2: The student will identify the types of muscular tissues and the direction of massage.
*Objective 3: The student will list the causes of stimulation of muscles.
*Objective 4: The student will identify the principal muscles with which the cosmetologist is concerned.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved:

____ *1. Listed the functions of the muscular system.
____ *2. Identified the types of muscular tissues and the direction of massage.
____ *3. Listed the causes of stimulation of muscles.
____ *4. Identified the principal muscles with which the cosmetologist is concerned.

*Indicates core/essential objectives

COURSE: Cosmetology II

Unit 8: Nervous System

Objectives: Upon completion of this unit, the student will:

*1. Identify the divisions of the nervous system.
*2. List the types of nerves and their functions.
*3. List the causes of nerve stimulation.
*4. List the principal cranial nerves.

*Indicates core/essential objectives

Suggested Instructional Practices:

Lecture, discussion, and practical application

Suggested Resources:

Primary Source: Constance B. Kibbe. Standard Textbook of Cosmetology. Bronx, NY: Milady Publishing Corp. 1981.

Additional Sources: Vocational Trade and Industrial Education: Professional Cosmetology Practices. Stillwater, Oklahoma: State Department of Vocational and Technical Education. 1978.

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John Dalton. The Professional Cosmetologist. 2nd ed. St. Paul, Minnesota: West Publishing Company. 1979.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will identify the divisions of the nervous system.
*Objective 2: The student will list the types of nerves and their functions.
*Objective 3: The student will list the causes of nerve stimulation.
*Objective 4: The student will list the principal cranial nerves.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved:

____ *1. Identified the divisions of the nervous system.
____ *2. Listed the types of nerves and their functions.
____ *3. Listed the causes of nerve stimulation.
____ *4. Listed the principal cranial nerves.

*Indicates core/essential objectives

COURSE: Cosmetology II

Unit 9: Circulatory System

Objectives: Upon completion of this unit, the student will:

*1. Identify the divisions of the vascular system.
*2. List the blood vessels and describe their function.
*3. Identify the functions of the heart.

*Indicates core/essential objectives

Suggested Instructional Practices:

Lecture, discussion, and practical application

Suggested Resources:

Primary Source: Constance B. Kibbe. Standard Textbook of Cosmetology. Bronx, NY: Milady Publishing Corp. 1981.

Additional Sources: Vocational Trade and Industrial Education: Professional Cosmetology Practices. Stillwater, Oklahoma: State Department of Vocational and Technical Education. 1978.

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John Dalton. The Professional Cosmetologist. 2nd ed. St. Paul, Minnesota: West Publishing Company. 1979.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will identify the divisions of the vascular system.
*Objective 2: The student will list the blood vessels and describe their function.
*Objective 3: The student will identify the functions of the heart.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved:

____ *1. Identified the divisions of the vascular system.
____ *2. Listed the blood vessels and described their function.
____ *3. Identified the functions of the heart.

*Indicates core/essential objectives

COURSE: Cosmetology II

Unit 10: Other Body Systems

Objectives: Upon completion of this unit, the student will:

*1. Identify the two main sets of glands in the endocrine system.
*2. List the organs that make up the excretory system.
*3. List the composition and functions of the respiratory system.
*4. Identify the function of the digestive system.

*Indicates core/essential objectives

Suggested Instructional Practices:

Lecture, discussion, and practical application

Suggested Resources:

Primary Source: Constance B. Kibbe. Standard Textbook of Cosmetology. Bronx, NY: Milady Publishing Corp. 1981.

Additional Sources: Vocational Trade and Industrial Education: Professional Cosmetology Practices. Stillwater, Oklahoma: State Department of Vocational and Technical Education. 1978.

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Olive P. Scott, Mary G. Callahan, Rose Marie Faulkner, Margaret-Lee Jenkins, Gregory J. Nunz, Sallie Ponce-Hantz, Wanda Sterner. The Prentice-Hall Textbook of Cosmetology: A Professional Guide to the Theory and Practice of Beauty Culture. Englewood Cliffs, New Jersey: Prentice-Hall, Inc. 1976.

John Dalton. The Professional Cosmetologist. 2nd ed. St. Paul, Minnesota: West Publishing Company. 1979.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will identify the two main sets of glands in the endocrine system.
*Objective 2: The student will list the organs that make up the excretory system.
*Objective 3: The student will list the composition and functions of the respiratory system.
*Objective 4: The student will identify the function of the digestive system.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved:

____ *1. Identified the two main sets of glands in the endocrine system.
____ *2. Listed the organs that make up the excretory system.
____ *3. Listed the composition and functions of the respiratory system.
____ *4. Identified the function of the digestive system.

*Indicates core/essential objectives

COURSE: Cosmetology II

Unit 11: Electricity and Light Therapy

Objectives: Upon completion of this unit, the student will:

*1. Identify the importance of the knowledge of electricity and light therapy and their uses in the salon.
*2. Identify the different types of currents and light rays and the various benefits of each.

*Indicates core/essential objectives

Suggested Instructional Practices:

Lecture, discussion, and practical application

Suggested Resources:

Primary Source: Constance B. Kibbe. Standard Textbook of Cosmetology. Bronx, NY: Milady Publishing Corp. 1981.

Additional Sources: Vocational Trade and Industrial Education: Professional Cosmetology Practices. Stillwater, Oklahoma: State Department of Vocational and Technical Education. 1978.

Sylvia I. Franco, Adella M. Moore, and Gary D. Oakley. Instructor's Planning Manual for the World of Cosmetology: A Professional Text. New York, NY: Gregg Division McGraw-Hill Book Company. 1980.

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John Dalton. The Professional Cosmetologist. 2nd ed. St. Paul, Minnesota: West Publishing Company. 1979.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will identify the importance of the knowledge of electricity and light therapy and their uses in the salon.

*Objective 2: The student will identify the different types of currents and light rays and the various benefits of each.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved:

____ *1. Identified the importance of the knowledge of electricity and light therapy and their uses in the salon.

____ *2. Identified the different types of currents and light rays and the various benefits of each.

*Indicates core/essential objectives

COURSE: Cosmetology II

Unit 12: Chemistry

Objectives: Upon completion of this unit, the student will:

*1. Identify the types of chemistry and the nature and types of matter.
*2. List the composition of elements, compounds, and mixtures and the properties of each.
*3. Identify the difference between acids and alkalis.
*4. Identify the composition and the action of the products used in cosmetology services.
*5. Identify the terms related to chemistry.

*Indicates core/essential objectives

Suggested Instructional Practices:

Lecture, discussion, and practical application

Suggested Resources:

Primary Source: Constance B. Kibbe. Standard Textbook of Cosmetology. Bronx, NY: Milady Publishing Corp. 1981.

Additional Sources: Vocational Trade and Industrial Education: Professional Cosmetology Practices. Stillwater, Oklahoma: State Department of Vocational and Technical Education. 1978.

Sylvia I. Franco, Adella M. Moore, and Gary D. Oakley. Instructor's Planning Manual for the World of Cosmetology: A Professional Text. New York, NY: Gregg Division McGraw-Hill Book Company. 1980.

Sylvia I. Franco, Adella M. Moore, and Gary D. Oakley. The World of Cosmetology: A Professional Text. New York, NY: Gregg Division McGraw-Hill Book Company. 1980.

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Olive P. Scott, Mary G. Callahan, Rose Marie Faulkner, Margaret-Lee Jenkins, Gregory J. Nunz, Sallie Ponce-Hantz, Wanda Sterner. The Prentice-Hall Textbook of Cosmetology: A Professional Guide to the Theory and Practice of Beauty Culture. Englewood Cliffs, New Jersey: Prentice-Hall, Inc. 1976.

John Dalton. The Professional Cosmetologist. 2nd ed. St. Paul, Minnesota: West Publishing Company. 1979.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will identify the types of chemistry and the nature and types of matter.
*Objective 2: The student will list the composition of elements, compounds, and mixtures and the properties of each.
*Objective 3: The student will identify the difference between acids and alkalis.
*Objective 4: The student will identify the composition and the action of the products used in cosmetology services.
*Objective 5: The student will identify the terms related to chemistry.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved:

____ *1. Identified the types of chemistry and the nature and types of matter.
____ *2. Listed the composition of elements, compounds, and mixtures and the properties of each.
____ *3. Identified the difference between acids and alkalis.
____ *4. Identified the composition and the action of the products used in cosmetology services.
____ *5. Identified the terms related to chemistry.

*Indicates core/essential objectives

COURSE: Cosmetology II

Unit 13: Salon Management

Objectives: Upon completion of this unit, the student will:

*1. List the requirements for opening a beauty salon.
*2. Identify the factors involved in business administration.
*3. Identify public relation techniques.

*Indicates core/essential objectives

Suggested Instructional Practices:

Lecture, discussion, and practical application

Suggested Resources:

Primary Source: Constance B. Kibbe. Standard Textbook of Cosmetology. Bronx, NY: Milady Publishing Corp. 1981.

Additional Sources: Vocational Trade and Industrial Education: Professional Cosmetology Practices. Stillwater, Oklahoma: State Department of Vocational and Technical Education. 1978.

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Sylvia I. Franco, Adella M. Moore, and Gary D. Oakley. The World of Cosmetology: A Professional Text. New York, NY: Gregg Division McGraw-Hill Book Company. 1980.

Vocational-Technical Education Consortium of States. A Catalog of Performance Objectives and Performance Guides for Cosmetologists. Richmond, VA: Vocational and Adult Education, Virginia Department of Education. 1984.

Vocational-Technical Education Consortium of States Guide for Cosmetology (Cosmetologists). Columbia, SC: South Carolina Department of Education. 1985.

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John Dalton. The Professional Cosmetologist. 2nd ed. St. Paul, Minnesota: West Publishing Company. 1979.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will list the requirements for opening a beauty salon.
*Objective 2: The student will identify the factors involved in business administration.
*Objective 3: The student will identify public relation techniques.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved:

____ *1. Listed the requirements for opening a beauty salon.
____ *2. Identified the factors involved in business administration.
____ *3. Identified public relation techniques.

*Indicates core/essential objectives

STUDENT PERFORMANCE RECORD

COSMETOLOGY

COSMETOLOGY I

Student: _____

This record is provided as an alternative to the student performance records at the end of each unit. It can be duplicated for each student and serve as a cumulative record of competencies achieved in the course.

Place a check by each objective the student achieved; you may wish to note the date that the student achieved the objective.

C = Core competencies.

____ C1. Identified the opportunities in cosmetology.
____ C2. Identified cosmetology board policies and procedures.
____ C3. Identified the importance of leadership organizations.
____ C4. Stated the goals and purposes of VICA as they relate to life and the world of work.
____ 5. Demonstrated the ability to practice parliamentary procedures according to Robert's Rules of Order.
____ C6. Identified proper color key on the basis of skin tone, eye color, and natural hair color.
____ C7. Identified importance of hygiene and good grooming.
____ C8. Demonstrated visual poise.
____ C9. Stated characteristics necessary for personality development.
____ C10. Stated the reasons for following the cosmetologists' code of ethical conduct.
____ C11. Identified the requirements needed for job entry.
____ C12. Listed the reasons for studying bacteriology.
____ C13. Identified the types of bacteriology.
____ C14. Described how bacteria grow and produce.
____ C15. Identified terms associated with bacteriology.
____ C16. Identified the relationship of bacteria to the spread of disease.
____ C17. Identified and stated the various methods of sanitation and sterilization.
____ C18. Identified the difference between sanitation and sterilization.
____ C19. Listed the precautions to prevent the spread of disease.
____ C20. Identified safety measures used in the salon.
____ C21. Identified the compositions and divisions of hair.
____ C22. Identified the characteristics of hair.
____ C23. Explained the different structures of the hair root and the hair follicle.
____ C24. Identified various disorders and diseases of the hair and scalp.

____ C25. Identified terms related to hair and disorders of hair.
____ C26. Identified safety precautions associated with hair and disorder of hair.
____ C27. Demonstrated the ability to properly drape a client.
____ C28. Identified the necessity for good hygienic care of the hair and scalp.
____ C29. Recognized the necessity of a sound background and knowledge of methods of shampooing.
____ C30. Selected the correct shampoo for various types of hair.
____ C31. Selected shampoos for problem conditions.
____ C32. Identified the purposes for and effects of hair rinses.
____ C33. Identified terms related to draping, shampooing and rinsing.
____ C34. Identified safety precautions associated with draping, shampooing and rinsing.
____ C35. Administered any massage techniques required to fill patrons' needs.
____ C36. Selected the proper cosmetics and materials used for any scalp and hair care.
____ C37. Identified terms related to scalp and hair care.
____ C38. Identified safety precautions associated with scalp and hair care.
____ C39. Identified structure and composition of nails.
____ C40. Distinguished between diseases, disorders, and irregularities of nails.
____ C41. Identified terms related to nails and disorders of nails.
____ C42. Identified safety precautions associated with nails and disorders of nails.
____ C43. Identified the qualifications of a manicurist.
____ C44. Demonstrated the ability to set up equipment and arrange implements and supplies.
____ C45. Demonstrated the ability to perform service for a manicure.
____ C46. Demonstrated the ability to perform special manicure services.
____ C47. Demonstrated the ability to perform the application and removal of artificial and sculptured nails.
____ C48. Demonstrated the techniques involved in the application of artificial nails.
____ C49. Demonstrated the ability to perform pedicure services.
____ C50. Identified terms related to manicuring.
____ C51. Identified safety precautions associated with manicuring.
____ C52. Demonstrated the ability to hold and manipulate implements properly.
____ C53. Demonstrated the ability to shape hair properly.
____ C54. Demonstrated the ability to select the correct instrument for hair texture and form.
____ C55. Identified terms related to hair shaping.

___ C56. Identified safety precautions associated with hair shaping.
___ C57. Identified the purposes of and reasons for finger waving.
___ C58. Demonstrated the correct techniques for finger waving.
___ C59. Selected wave lotion most suited for the hair.
___ C60. Identified safety precautions associated with finger waving.
___ C61. Identified implements and supplies necessary for hair styling.
___ C62. Demonstrated the techniques of properly combing the hair in preparation for parting.
___ C63. Demonstrated the ability to correctly form and use pin curls to create a hair style.
___ C64. Demonstrated the ability to use roller curls to create a hair style.
___ C65. Demonstrated the ability to comb out a hair style according to the steps of a comb out.
___ C66. Demonstrated the ability to duplicate a hair cut, wet set and comb out hair style from a diagram, picture or description.
___ C67. Selected the correct hair style suitable for facial types and head shapes.
___ C68. Identified terms related to hair styling.
___ C69. Identified safety precautions associated with hair styling.
___ C70. Selected the correct wig for the patron's need.
___ C71. Demonstrated the ability to clean and style hair pieces.
___ C72. Demonstrated the ability to lengthen hair by adding additional hair by weaving and/or extension braiding.
___ 73. Identified terms related to wigs.
___ C74. Identified the conditions of the hair and scalp.
___ C75. Stated the purpose of hair pressing.
___ C76. Selected the products and the correct procedures required for successful pressing.
___ C77. Selected the proper method and implement to complete the hair style.
___ C78. Demonstrated the ability to manipulate implements correctly.
___ C79. Identified terms related to thermal hair styling.
___ C80. Identified safety precautions associated with thermal hair styling.
___ C81. Identified permanent waving and the importance of hair and scalp analysis prior to permanent waving.
___ C82. Identified chemical products and their uses in permanent waving.
___ C83. Demonstrated the ability to section and block the hair correctly.
___ C84. Selected the proper size rods to be used.

____ C85. Demonstrated the ability to correctly wrap the hair to achieve the desired results.
____ C86. Demonstrated the ability to process the hair correctly.
____ C87. Demonstrated the ability to neutralize the hair correctly.
____ C88. Identified special needs for problem hair.
____ C89. Identified the difference between heat and cold perming.
____ C90. Identified terms related to permanent waving.
____ C91. Identified safety precautions associated with permanent waving.
____ C92. Identified the actions of the chemical products to be used on the hair.
____ C93. Demonstrated the procedures involved in the application of chemical relaxers.
____ C94. Identified terms related with chemical relaxing.
____ C95. Identified safety precautions associated to chemical relaxing.
____ C96. Identified the principal reasons for and advantages of hair coloring.
____ C97. Identified the various hair coloring products and their effect on the hair.
____ C98. Demonstrated the ability to perform various types of color services.
____ C99. Recognized problems of hair color.
____C100. Identified terms related to hair color.
____C101. Identified safety precautions associated with hair color.

COSMETOLOGY II

Student: _____

This record is provided as an alternative to the student performance records at the end of each unit. It can be duplicated for each student and serve as a cumulative record of competencies achieved in the course.

Place a check by each objective the student achieved; you may wish to note the date that the student achieved the objective.

C = Core competencies.

____ C1. Listed the opportunities available as a licensed cosmetologist.
____ C2. Identified the value of involvement in leadership activities through VICA.
____ C3. Identified the importance of personal development.
____ C4. Identified the types of bacteria generally in a salon and listed the methods of sterilization and sanitation.
____ C5. Identified composition and structure of hair and disorders of the hair and scalp.
____ C6. Selected and administered proper shampoo and rinse to to accommodate any condition.
____ C7. Identified the structure and disorders of the nail.
____ C8. Administered proper procedure for caring for the nails and to correct any existing problems.
____ C9. Executed basic skills in performance of hair shaping.
____ C10. Executed basic skills in performance of finger waving.
____ C11. Executed basic skills in performance of hair styling.
____ C12. Executed basic skills in performance of wig care.
____ C13. Executed basic skills in performance of thermal styling.
____ C14. Selected and administered proper products and procedures used for permanent waving.
____ C15. Selected and administered proper products and procedures used for chemical relaxing.
____ C16. Selected and administered proper products and procedures used for hair coloring.
____ C17. Identified structures and compositions of the skin.
____ C18. Listed characteristics of skin and its function.
____ C19. Identified disorders of the skin and adjacent glands.
____ C20. Distinguished between disorders which can be treated by the cosmetologist and those which must be referred to a physician.

____ C21. Identified terms related to skin and disorders of skin.
____ C22. Identified the purpose of massage.
____ C23. Listed manipulations and their benefits.
____ C24. Selected and administered proper massage movement.
____ C25. Identified motor nerve points of the face and neck.
____ C26. Listed physiological effects of massage and facials.
____ C27. Listed materials and equipment required to perform procedures to give a facial.
____ C28. Selected the products required to complete a variety of facial treatment.
____ C29. Identified terms related to facials and massages.
____ C30. Identified safety precautions associated with facials and massages.
____ C31. Identified facial shapes and measures used to minimize facial defects.
____ C32. Selected products and made application according to correct procedure.
____ C33. Demonstrated the ability to shape eyebrows.
____ C34. Selected the proper eyelashes and made application.
____ C35. Demonstrated the ability to remove superfluous hair temporarily by depilatories, waxing, and tweezing.
____ C36. Identified terms used in permanent hair removal by electrolysis.
____ C37. Identified the classifications of and techniques involved in hair removal.
____ C38. Identified terms related to facial makeup, eyelashes, and superfluous hair removal.
____ C39. Identified safety precautions associated with facial makeup, eyelashes, and superfluous hair removal.
____ C40. Identified the functions of human cells and their composition.
____ C41. Identified the process involved in the growth and reproduction of cells.
____ C42. Identified the chemical process involved in metabolism.
____ C43. Listed the functions of body tissues, organs and systems.
____ C44. Identified the bones affected by cosmetology services.
____ C45. Listed the functions of the skeletal system.
____ C46. Listed the functions of the muscular system.
____ C47. Identified the types of muscular tissues and the direction of massage.
____ C48. Listed the causes of stimulation of muscles.
____ C49. Identified the principal muscles with which the cosmetologist is concerned.
____ C50. Identified the divisions of the nervous system.
____ C51. Listed the types of nerves and their functions.
____ C52. Listed the causes of nerve stimulation.
____ C53. Listed the principal cranial nerves.

____ C54. Identified the divisions of the vascular system.
____ C55. Listed the blood vessels and described their function.
____ C56. Identified the functions of the heart.
____ C57. Identified the two main sets of glands in the endocrine system.
____ C58. Listed the organs that make up the excretory system.
____ C59. Listed the composition and functions of the respiratory system.
____ C60. Identified the function of the digestive system.
____ C61. Identified the importance of the knowledge of electricity and light therapy and their uses in the salon.
____ C62. Identified the different types of currents and light rays and the various benefits of each.
____ C63. Identified the types of chemistry and the nature and types of matter.
____ C64. Listed the composition of elements, compounds, and mixtures and the properties of each.
____ C65. Identified the difference between acids and alkalis.
____ C66. Identified the composition and the action of the products used in cosmetology services.
____ C67. Identified the terms related to chemistry.
____ C68. Listed the requirements for opening a beauty salon.
____ C69. Identified the factors involved in business administration.
____ C70. Identified public relation techniques.